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ABSTRACT

A guide for teachers of second language reading offers ideas for using authentic texts as instructional materials. The guide focuses on how to teach students to become strategic readers and use their background knowledge to enhance comprehension. Schema theory is proposed as a framework for approaching reading tasks, by providing relevant pre- and post-reading activities and selecting an appropriate text. Sample in-class pre-reading, reading, and post-reading exercises based on an appended Portuguese text are presented. It is suggested that, by using such reading activities to activate background knowledge, students are encouraged to think at higher cognitive levels, given the tools to take charge without too much frustration, and exposed to relevant language. Additional texts in Spanish and Italian are appended. There are 29 references. (MSE)

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Activating Student Background Knowledge in a Take Charge Approach to Foreign Language Reading

The American Council of Teachers of Foreign Languages Guidelines has focused the profession on language skills which previously had been overlooked. With this focus we have seen increased research and interest in foreign language reading. With the increased research and interest in reading has come debate over the validity of the Reading Guidelines. The issues raised and currently debated are healthy as we seek to perfect our understanding of the reading processes and to gain further insights into how we can best assess reading comprehension. Until issues surrounding the Guidelines are resolved, however, we must provide our varied learner population with effective reading practices based on sound theoretical and empirical research. This paper attempts to address the immediate needs of language teachers who want to develop their students' reading skills but have not been provided with the instructional information necessary to do so.

Instructional implications of the ACTFL Reading Guidelines can be seen in the current emphasis on using authentic texts for foreign language reading. Although more recent college foreign language textbooks are beginning to include authentic readings i.e., Entradas, (1989), Puntos de Partida, 3rd edition (1989), En Directo (1988), Dímelo Tú (1989), Travesía (1988), none of them provide **teachers** with instructional information and training on how to use authentic readings effectively in the class. Particularly lacking is information concerning how to teach our students to become strategic readers and use their background knowledge to enhance comprehension. Foreign language reading specialists cringe at the thought of providing authentic texts to our elementary language learners without simultaneously giving them the tools that will reduce

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their frustation level and increase their comprehension. 1 In-class reading practice is an essential prerequisite to independent reading of authentic material; the suggestions made here are for purposes of offering teachers concrete ideas for in-class reading practice with authentic texts.

In second language (L2) reading today, we know that the reader is making a contribution to the text and that the text is not the sole authority that dictates meaning (Schallert, 1979; 50), as it was perceived in the past. Today the reader's role in comprehension is one where the reader can, to some degree, be "in charge" of getting meaning from the text by being an active participant in the reading process. 2 If the new thought in reading today is that the reader is, in part, in charge, how then do we help the reader be in charge, particularly when faced with an authentic text? One way is to have students make use of reading strategies and backgound knowledge because we know that foreign language reading comprehension involves more than just linguistic knowledge. The function of reading strategies becomes one of making "conscious and mature those skills that were previously unconscious and often ill developed" (Weinstein, Goetz and Alexander, 1988; 335) in our language learners. We have evidence to suggest that reading strategies can be effectively taught (Al-Rufai, 1976; Barnett, 1988; Hamp-Lyons, 1985; Hosenfeld, 1984; Kern, 1989), and we also have some idea of the kinds of strategies to teach our beginning language learners (Barnett, 1988; Gardner, 1987; Golinkoff, 1975-75, Hosenfeld, 1976; Kern, 1989; Weinstein, et al. 1988).

Alongwith teaching reading strategies, we must learn to make use of our learners' already developed background knowledge, because we know that reading comprehension "requires the ability to relate textual material to one's own knowledge" (Carrell, 1983; 556). Little has been

written for the language teacher in terms of spelling out in-class practices for applying much of this research, particulary regarding ways to activate learner background knowledge to enhance reading comprehension and develop strategic readers (See Kern, Swaffar and Young, 1990). The remainder of this paper will focus on this component of reading with authentic texts.

Schema Theory Research

Schema theory offers an explanation of the reader's role in constructing meaning in the reading process. Within a schema theory framework, comprehension is an interactive process that emerges from the multi-dimensional relationship between the reader's background knowledge and the text. According to this theory, knowledge consists of basic units of memory, or schemata, which are related to one another and potentially embedded in each other. Existing knowledge is used to give meaning to new knowledge, and vice-versa.

What does this mean for the foreign language teacher? To answer this question we first have to look further at what the research suggests with regard to the relationship between schema and comprehension. Research in L2 reading has repeatedly provided evidence to suggest that background knowledge plays a significant role in reading comprehension (Adams, 1982; Carrell, 1984; Hudson, 1982; Levine and Haus, 1985; Johnson, 1981; Johnson, 1982; Singer and Donlan, 1982; Steffensen, and Joag-Dev, 1984; Wilson, 1986). This research indicates that:

a) lack of schema or the failure to activate an appropriate schema can significantly impair or hinder reading comprehension;

b) appropriate content/rhetorical schema application can increase comprehension;

c) background knowledge can be just as important as language ability; and,

d) by explicitly inducing schemata through pre-reading activities, comprehension is facilitated, especially at the beginning and intermediate levels of language learning.

The most classic example of this research can be found in a Bransford and Johnson (1973) study where the following passage was read to adult subjects without giving them the topic of the passage.

> The procedure is actually quite simple. First you arrange items into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. Af first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of this task in the immediate future, but then, one never can tell. After the procedure is completed, one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life. (400).

Subjects provided with the topic of the passage, "Washing Clothes," before the reading had better comprehension scores than those given the topic after the passage was read. In fact, most subjects not given the topic of the passage before the reading rated the passage as almost incomprehensible and had low recall levels.

Although the research strongly suggests that we may want to ensure

that our learners are equipped with a schema appropriate to the reading material , we are not miraculously graced with the power to scan language learners' memory banks in search of specific schemata. Therefore, how do we ascertain what background knowledge students have? And, how do we as language teachers ensure that learners are equipped with the appropriate schemata? As a pre-reading activity we can:

a) provide a summary or outline of the text to be read;

b) ask students to skim the text for initial associations;

c) offer pre-reading organizers or discussion that will activate appropriate schemata;

d) talk to students and ascertain their prior knowledge on a given topic;

e) use analogies to help develop schemata for cultural information for which the learner has no previous knowledge.

The following examples may help to illustrate a variety of ways of applying schema theory to foreign language reading. If you have selected a text in which students have little knowledge about the topic, provide them with the information that will help them follow as much of the text as possible. For example, for an individual with little proficiency in Italian and little knowledge regarding Italian journalism the article "Caffe freddo e babba" (Appendix I) might be difficult to figure out. For this article you may need to preface the reading by explaining that the article is a typical expression of the political culture of Italy in that the personal life of a politician is as much news as is the individual's political life. In this particular article, President Ciriaco de Mita's personal life is described from childhood activities during Christmas vacations, i.e., from playing cards, singing, drinking wine, reading the newspaper, to the sweets he prefers for lunch. By providing a rough overview of the article, a beginning reader should be able to get meaning from the text more

efficiently and effectively.

If you have selected a text in which students have some knowledge, however limited, on a given topic, have students read about the topic in English. For example, in the text "Un 'No' a tiempo" (Appendix II), you may require students read a one page article on the same topic in English. A number of American magazines such as *Parents* include articles on this topic. As a pre-reading activity you could ask students to skim the Spanish text for the kind of information given in the English text.

If you have selected a text in which students have knowledge about the topic, as is the case most often with movie reviews or articles on well know events, places, and people, i.e., famous stars, singers, entertainers, historical figures, have students make use of their background knowledge to get meaning from the text. For example, as a pre-reading activity to a review of a movie most students have seen or know something about, have the students spend one minute in class discussing aspects of the film. Then have students skim the review for one thing-- to find out if the review is favorable or unfavorable. Students could underline the clues that helped them arrive at whether it was a favorable or unfavorable review.

Through pre-reading schema activating activities we equip our students with the appropriate strategies and training they need to be in charge and, as a result, enhance their reading skills, their awareness of these skills, and thus their reading comprehension.

Activating background knowledge as a pre-reading activity fits well within the new type of sophistication about language teaching today that employs affective, linguistic and cognitive goals. When we arm our students with the proper tools to make a deliberate and intelligent approach to a text in the target language, we address affective goals in the language learning process. Students become more confident about

their ability to assimilate meaning from a text, no matter what kind of text. We address cognitive goals when we ask our students to recall what they know about a given topic, to think analytically about what they know about a given topic, and to communicate how that knowledge has changed after assimilating the new information gained from the reading. And, when students acquire new knowledge about a given topic using the language of the text, we address linguistic goals.

These goals are even better met when we use authentic texts for readings. The literature on authentic texts suggests that using this type of text may lead to more active participation on the part of the reader. Edited texts have been written to incorporate certain vocabulary and structure and usually have little or no intrinsic value as messages. Consequently, they are used as sources for vocabulary drills and discrete point tasks rather than as sources for information expressed in a range of language. An authentic text can be viewed as meeting linguistic goals because in an authentic text the language is not linguistically and culturally sanitized and essential features of authentic messages like redundance, repetition and discourse markers are preserved (Swaffar, 1985). Affective goals can be met if students take charge by employing good reading strategies such as skimming, contextual guessing, skipping unimportant words, keeping the meaning of what they read in mind as they read, re-reading, and looking up words in the dictionary only as a last resort. One reason why pre-reading is essential for authentic texts is that pre-reading activities help students to unlearn every word practice, become relaxed about skipping words, and set up accurate reading hypotheses to drive the encoding process. Decreasing student frustration in foreign language reading by giving students the tools to take charge of their reading often leads to more motivated readers. Since the benefits of extensive reading could be crucial in the overall acquisition of a foreign

language, this would be a welcome benefit.

To address in more detail the question "What does all this mean for us as foreign language teachers?", a sample of an in-class reading exercise follows. The pre-reading activity focuses on activating student background knowledge with an authentic text. The text is taken from Veja, (See Appendix III) a Portuguese magazine similar to Newsweek.

Pre-reading

Step 1: Student Language. Ask the students to recall what they have read or what they know from experience about characteristics of long-lasting relationships. Here is one way to ascertain what and how much the students already know about a given topic. As students convey what they know about the topic in Portuguese or English, you write their comments down on the board in Portuguese. Once their thoughts are written on the board, ask them to rank them in order of importance. Again, cognitive, linguistic and affective goals emerge in this activity. Students may feel confident about sharing what they already know about relationships since they do not have to express this in Portuguese (affective goal); they think critically about the topic to be read (cognitive goal), and by writing their comments in Portugese, they still get language use/input (linguistic goal).

Step 2: The text language. Give your students about a minute to skim the article. Ask them to look at the picture, read the title, subtitle and subheadings. Then, ask them to communicate what they think the article is about. Most of the time someone will provide an exact, or at least close, description of the article's major proposition(s). If this does not happen, you might help students analyze enough of the text to get the general idea of what it is about, or you may simply provide a description yourself. This, then, is one way you ensure your students have activated

the appropriate schema.

The second step also makes use of cognitive, affective and linguistic goals in the following ways. Students zero in on key vocabulary function (linguistic goal) and practice using schemata to confirm/disconfirm the gist of the text (cognitive aspect). And, there is enough redundancy in the picture, title, and subtitle to help build self confidence (affective goal) as they read to comprehend.

Advantages of two steps. These two steps have the following advantages.

1. The focus is on ascertaining their knowledge in their language which serves as a base to build upon. The sharing, pooling and reinforcing of knowledge lends itself to no "wrong" answers in open-questions a la communative techniques.
2. By using Portuguese in the form of reading and listening input, the focus is on the language of the text. Many students fail to use the language of the text as a basis for their propositions which could result in inaccurate language and perhaps over-reliance on prior linguistic knowledge rather than augmenting that knowledge with new linguistic information in the authentic text.

Reading

If the reading is done in class, give students a fixed amount of time in which to complete the reading. " This forces the students to get as much meaning as they can in a given amount of time" (Wolf, 1989). The amount of time given for each reading must, however, be reasonable since student success is important.

Post-reading

After the in-class reading ask students to recall everything they can from the reading. Students may do this in English or Portuguese. Students

comprehend more than they can produce, so by allowing them to convey what they understood in English you are assessing comprehension; if you required them to convey what they understood in Portuguese, you might be assessing production as well (Lee and Ballman, 1987). As they recall information, you provide the same information to them but orally in Portuguese. You may also write their comments in Portuguese on the board and compare the students' pre-reading list with what they said after reading the article. You may also want to compare their ranking with that in the reading. In doing this you contrast existing knowledge with now new, modified knowledge (schema) about characteristics of longlasting relationships. After a discussion of the article, you may want to have a few follow-up activities to formalize the newly acquired content and linguistic knowledge.

The following is an example of a type of true/false comprehension task. These one-word responses are particularly effective for beginning language students who may have understood much more than they would be able to convey in an open-ended question approach. In this activitiy students have to decide whether you have described a potentially good relationship (**boa**) or one that was not (**má**) and then identify which characteristic described in the text supports their response. For example:

> **Eu sou profesora. Gosto de falar com minhas colegas sobre minhas idéias, mas não falo com meu marido sobre minhas ideias por que ele não tem tempo e não lhe interessa.**

Students might repond here that this description did not fit under any of the characteristics for a potentially long-lasting relationship. They would respond **má** and cite number 15 under **Homens** or **Mulheres** to corroborate their responses.

Another follow-up comprehension activity might be the following.

You could write a few short interactions between two people and read them to your students. They would then describe the characteristic(s) of a good relationship that was/or was not being conveyed in the dialogue. For example:

> **Eu disse a minha esposa que não vou ficar em casa até muito tarde. Ela vai ter que fazer tudo - dar banho, dar de comer, fazer dormir - com nossos filhos. E também não me lembrei de dizer-lhe que tenho que fazer uma viagem de negócios dentro de dois dias.**

Other examples of postreading activities could include multiple choice items (select best summary, or most appropriate paraphrase, most appropriate reaction), matching activities (pictures to captions, headings to passages, topic sentences to paragraphs), elaborating on false statements (with explanations required), defining of key words in the text based on information from the text, plotting events on a time-line, outlining important information, writing descriptions of characters based on information in the text (literal as well as inferences), paraphrasing information and summarizing the text (Wolf, 1989). In these types of comprehension activities, once again cognitive, affective and linguistic language goals are met. Students receive input in the foreign language (linguistic aspect), in a situation where the focus is comprehension and they do not have to produce what they understand (affective aspect), and they are being asked to participate in higher level tasks than just reiteration of the article (cognitive aspect).

Conclusion.

In reading activities like the ones discussed here, we teach our students to think at a higher level (cognitive goal), we give them the tools

to take charge without an extreme frustration level (affective goal); and we expose them to linguistically relevant language (linguistic goal) all by activating student background knowledge as a pre-reading activity.

The purpose of this paper has been to provide teachers with concepts and ideas for using authentic texts to develop foreign language reading. Since a growing number of beginning textbooks include authentic reading material, information such as that expressed in this paper can serve to provide teachers with the insights they need to use these texts effectively.

NOTES

1. Our learners become highly frustrated when they do not know all the words in a passage. The more they read, the more frustrating they become unless we can deprogram them from reading word for word and teach them to approach an authentic text by employing good reading strategies, i.e., skimming, scanning for specific information, skipping unimportant words, guessing the meaning of words on the basis of context, identifying roots and affixes and words in related semantic fields and similar semantic categories.

2. There is today a strong and increasing interest in "reasoning, problem solving, decision making, learning styles, or critical thinking (cognitive learning strategies are newcomers)". Teaching-oriented groups like the Association for the Education of Teachers, the College Board, the National Council of Teachers of Mathematics, and the Educational Testing Service along with publications such as Educational Leadership and Journal of Developmental Education "have promulgated 'teaching thinking' through special issues, policy statements, article emphases, special interest groups, and the like" (Miles and Rauton, 1985; p. 336).

APPENDIX I

Italian Text

INTERVISTE

di Francesca Ciarini

Caffè freddo e babà

Agosto. Tutti sono partiti per le vacanze. Tranne Ciriaco De Mita. Lui è semplicemente tornato a casa. A 914 metri sul livello del mare, fra i monti dell'Irpinia, in quel d'Avellino, ha ripreso il suo posto nella casa natale di Nusco. Lasciati a Roma gli appellativi di presidente e di onorevole, è di nuovo «Ciriachino», come quando era piccolo. Ciriachino che qui ride di gusto. Ciriachino che qui canta. Ciriachino che qui gioca a tressette anche 150 partite di fila. All'arrivo mamma Antonia gli ha fatto trovare un bicchiere di fresca Malvasia bianca e il pollo alla nuscana, rosolato in padella. «Sono a casa» ha detto Ciriachino. Poi ha iniziato la vita di sempre: i giornali al mattino con un buon caffè, le passeggiate verso il centro del paese con gli amici – il professore, il portalettere, la contadina, l'intellettuale, il parroco, il vicesindaco – ai quali, giorno dopo giorno, si aggiungono industriali, politici, giornalisti. Il massimo, per tutti, è ottenere un invito a pranzo: piatti tradizionali, vino del posto, babà e dolci fatti in casa. Dopo, una pennichella o un buon libro portato da Roma da leggere all'ombra del giardino. Quando rinfresca, una passeggiata in campagna. Ma se ci sono i compagni giusti, riparte il tressette: tanto caffè freddo, bibite, spuntini. Si interrompe solo per cena, ma con in mente «busso» e «ribusso». Ricomincia subito dopo. Spizza le carte: napoletana lunga a bastoni. Grida: «Buon gioco!». E fa cappotto.

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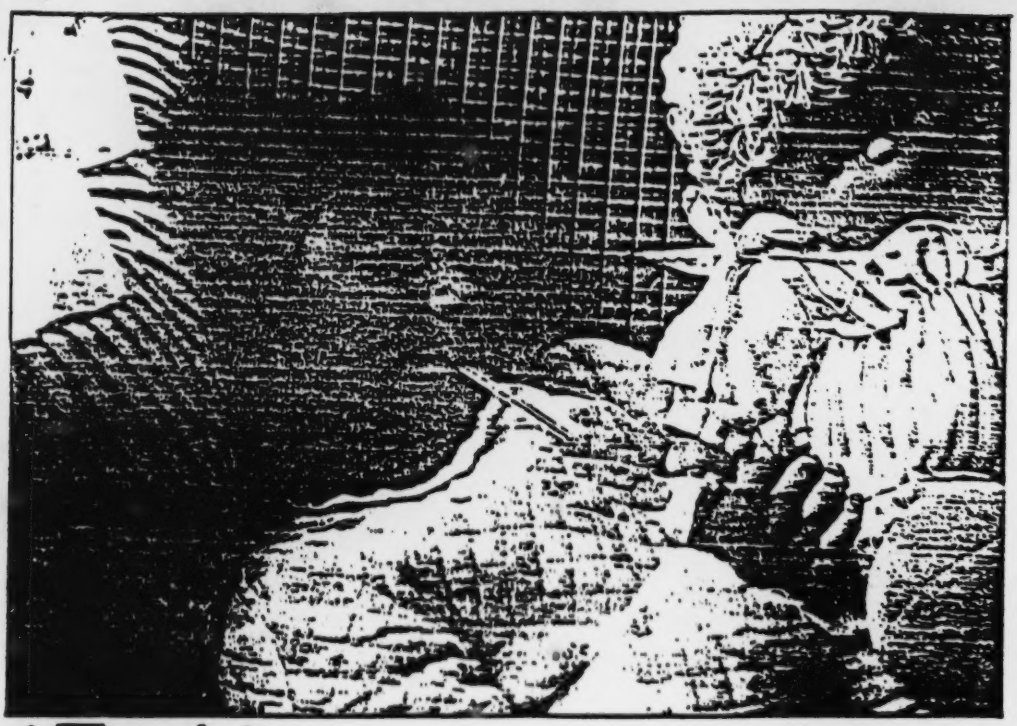
APPENDIX II

Spanish Text



¿Tus hijos se portan mal?

UN «NO» A TIEMPO

Hay pequeñas manías y malos hábitos que los niños suelen tener por costumbre, más que nada por imitación y llamar la atención; estos casos no son de mayor importancia. Sin embargo, existe un límite entre estos y otros comportamientos que pueden llegar a ser peligrosos al convertirse en antisociales: a éstos si hay que ponerlos freno y saber decir un «no» a tiempo.

Carlos, de nueve años, descubrió un buen día que al girar sus ojos hacia atrás, hasta ponerlos en blanco, sacaba a su madre de sus casillas. «¡Carlos! —gritaba la madre—, no hagas eso que me pones enferma». «¿No ves? —comentaba con sus amigas—, parece un auténtico monstruo». El pequeño recibía mucha atención de los mayores y sus amigos le admiraban por este mismo motivo.

Es frecuente que los niños adopten costumbres molestas (cómo hacer sonar los nudillos, andar con los ojos cerrados, eructar o silbar). Un pequeño consejo para luchar contra ellos: no armar revuelo, no prestarles atención; así, lo más probable es que esas costumbres desaparezcan.

Es conveniente tener siempre presente que un niño mantendrá cualquier comportamiento mientras obtenga la reacción que deseas. Si cela de salirse con la suya, pensará que ya no vale la pena.

En el caso relatado anteriormente, si la madre de Carlos no hubiera hecho caso de sus «ojos en blanco» o hubiera realizado un breve comentario quitándole importancia al hecho, en lugar de armar ese revuelo el niño no hubiera tardado en darse cuenta de que no valía la pena seguir con su manía.

Si optamos por el cachete

- ***Podemos interrumpir el proceso de aprendizaje***
- ***Los golpes deberían ser cada vez más fuertes para que fuesen efectivos, y acabaríamos necesitando un látigo. Además llegaría la edad en que quisiera contestar de la misma manera.***
- ***El niño se convierte en agresivo, pues ha tenido un modelo de agresividad frente a él.***
- ***Lo normal es que se conviertan en niños indisciplina-***

Premio al buen comportamiento

La familia estaba sentada en un banco de la iglesia: Susana, de cuatro años, estaba al lado de su padre, y Pedro, de diez, al otro. A medida que avanzaba la misa, Susana se ponía más nerviosa y empezaba a moverse: se subía al banco, se arrastraba por el suelo, se tumbaba en el banco. Cada vez que la niña se movía, el padre la cogía en silencio y la colocaba en la posición adecuada, junto a él. La miraba huraño y la susurraba: «estate quieta». Al fin, el padre cansado cogió a su hija en brazos y la mantuvo así durante el resto de la misa. Susana se tranquilizó y se pasó ese tiempo dando besos y abrazando a su padre. Susana se quedó quieta, pero aprendió que podía llamar la atención de su padre portándose mal en la iglesia. Pedro, entretanto, aprendió que la manera de que no le prestaran atención alguna era portándose bien y no causar problemas.

El padre de Susana podía haber pasado por alto su intranquilidad, puesto que no molestaba a nadie. Por otra parte, el padre podía haber sonreído a su hijo o haberle dado un golpecito en la pierna, para demostrarle lo bien que se estaba portando.

Si no puedes ignorar el mal comportamiento, ponle fin

Jaime, de cuatro años, corría por la sala donde se celebraba el banquete echando servilletas al aire, tirando galletas al suelo, molestando a los invitados. Se llenó el plato y echó a correr por el salón, tropezó y se le cayó toda la comida. Entonces volvió a llenarse el plato y a corretear de nuevo.

Ensalza su imaginación

Es importante que a los niños se les dé materiales estimulantes para jugar, como plastilina, pinturas o arena si están al aire libre, a fin de que su naturaleza curiosa no les cree problemas. Los niños aprenden a través de la investigación, tocando, mirando, probando y oliendo. Es conveniente tener las casas a prueba de niños en la medida de lo posible, poniendo a considerable altura las cosas valiosas o manteniendo ciertas habitaciones fuera de sus límites. Si no comprenden el concepto del «no» se vuelven inseguros e intranquilos, exigentes y pesados.

Pegar no tiene justificación

- *Pegar fomenta la hostilidad y la cólera.*
- *Pegar no ataja el comportamiento indeseado. Se tiende a la repetición para ver si a la segunda «se sale con la suya».*
- *Pegar enseña que la fuerza manda, y se inclinan por la violencia.*
- *Pegar no destaca lo que hay que hacer y lo que no hay que hacer.*
- *Pegar bloquea la comunicación, tan importante a estas edades.*
- *Es una violación de los derechos fundamentales del niño.*

Los invitados empezaron a incomodarse y la madre de Jaime actuaba como si no lo conociera. El comportamiento del niño empeoró y cuando su madre quiso intervenir ya no pudo dominarle.

Si un niño trata de llamar la atención con un mal comportamiento menor y no lo logra, probablemente dejará de intentarlo, pero cuando el comportamiento es peligroso, destructivo o perjudicial, o cuando está llamando mucho la atención o molestando, debe ser atajado.

La tolerancia es interpretada como aprobación

Si llevamos a un niño a una fiesta somos responsables de su comportamiento. No corrigiéndoles no hacemos otra cosa que aceptar el mal comportamiento. Cuando los niños se comportan de cierta manera en nuestra presencia y no los detenemos, suponen que se portan bien.

Las investigaciones demuestran que los niños se portan mejor cuando no hay ningún adulto presente que cuando tienen cerca a un adulto tolerante. El mejor momento para atajar un mal comportamiento cuando es grave, es precisamente cuando comienza.

Enrique cumplió dos años y su madre decidió invitar a cinco amiguitos de su misma edad. Los niños jugaban tranquilamente hasta que Enrique se puso a pegar a los demás. La madre le reprendió: «No, Enrique». Enrique obedeció de momento, pero enseguida volvió a empezar. No valían las palabras, hacía falta acción. La madre de Enrique podía coger las manos del niño con fuerza entre las suyas y mirándole fijamente convencerle de que no debía hacer eso. También podía distraerle con algún juego y evitar que pensara en pegar continuamente a los demás niños. O concentrar la atención en el niño a quien había pegado y llenarlo de mimos, sin hacer caso a Enrique. Pero si el niño persiste en su actitud se puede intentar llevarlo a una habitación donde no haya nadie con quien pueda jugar, así aprenderá que si quiere jugar no debe pegar a los demás niños.

Criterios claros

Para conseguir corregir la mala conducta de los niños hay que ser firme. Los niños deben tener muy claro lo que pueden y no pueden hacer y, en la medida de lo posible, deben comprender por qué no deben hacer ciertas cosas. Si un día nos parece mal lo que el día anterior nos pareció bien, el niño no tendrá sentido de lo que está bien o está mal y le será difícil formarse un criterio que guíe su comportamiento. Si ante las pequeñas manías, que no tienen gran importancia, no son malas en sí mismas y no molestan a nadie, actuamos con indiferencia, el niño dejará de hacerlas porque no conseguirá llamar la atención. Pero ante comportamientos negativos de importancia hay que actuar de inmediato y ser firme.

Carmen Mateo

Fijar límites y ser consecuentes

Los padres deben fijar límites y ser consecuentes. Es aconsejable decir «no», hacer algún gesto y sacar físicamente al niño de la situación, colocarlo en una silla o en otro lugar «neutral». Así aprenderá de modo positivo que va en serio y que es mejor obedecer. Los niños absorben gradualmente las condiciones que les hemos impuesto.

Esta es la raíz del autocontrol y la consideración, importantísimos conceptos que debe desarrollar el niño pequeño para tenerlos presentes co-

APPENDIX III

Portuguese Text

A química da união duradoura

Os casais dizem por que se mantêm juntos

Um trabalho conduzido pelo casal de psicólogos americanos Robert e Jeanette Lauer, da United States International University, de San Diego, na California, preencheu uma lacuna na pesquisa sobre o casamento. Em vez de se dedicarem ao tema mais atraente nesse campo investigativo, as separações, Jeanette e Robert decidiram tentar explicar por que os casamentos duram. "Visamos a elucidar qual a química emocional capaz de manter juntas duas pessoas ao longo de toda uma existência", explica Jeanette, que publicou os resultados da pesquisa na revista *Psychology Today*. A dupla entrevistou 351 casais americanos casados há mais de quinze anos. Jeanette e Robert pediram aos casais que citassem as razões que melhor explicavam o fato de estarem juntos há tanto tempo. A seguir, as respostas de homens e mulheres pela ordem das mais citadas para as menos citadas.

Mulheres

1 - Meu marido é meu melhor amigo
2 - Gosto do meu marido como pessoa
3 - O casamento é um compromisso de longo prazo
4 - O casamento é sagrado
5 - Temos objetivos comuns na vida
6 - Meu marido está cada dia mais interessante
7 - Eu desejo e luto para que nosso relacionamento seja bem-sucedido
8 - Rimos muito juntos
9 - Temos a mesma filosofia de vida
10 - Concordamos quanto a como e com que freqüência fazer demonstrações de carinho
11 - Um casamento duradouro é importante para a estabilidade social
12 - Mantemos uma estimulante troca de idéias
13 - Conseguimos discutir sempre sem perder a calma
14 - Estamos satisfeitos com nossa vida sexual
15 - Sinto orgulho do meu marido como profissional e como homem

Homens

1 - Minha esposa é minha melhor amiga
2 - Gosto da minha esposa como pessoa
3 - O casamento é um compromisso de longo prazo
4 - O casamento é sagrado
5 - Temos objetivos comuns na vida
6 - Minha mulher está cada dia mais interessante
7 - Eu desejo e luto para que nosso relacionamento seja bem-sucedido
8 - Um casamento duradouro é importante para a estabilidade social
9 - Rimos muito juntos
10 - Tenho orgulho de minha esposa como profissional e como mulher
11 - Temos a mesma filosofia de vida
12 - Estamos satisfeitos com nossa vida sexual
13 - Concordamos quanto a como e com que frequência demonstrar carinho
14 - Confio em minha mulher
15 - Compartilhamos os mesmos hobbies e interesses fora do casamento

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